

NORTH MYRTLE BEACH INTERMEDIATE

700 Sandridge Road
Little River, SC 29566

GRADES 4-5 Elementary School

ENROLLMENT 596 Students

PRINCIPAL Shelton Long 843-399-2204

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	50	35	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	Good	Below Average	Yes

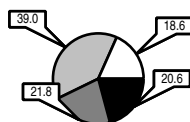
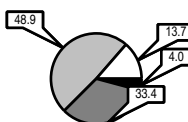
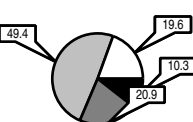
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

90.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	585	99.8	13.6	48.8	33.6	4.0	50.1	Yes	Yes
Gender									
Male	298	99.7	20.3	48.4	28.8	2.5	43.8		
Female	287	100.0	6.7	49.3	38.5	5.6	56.7		
Racial/Ethnic Group									
White	364	99.7	6.6	44.8	43.4	5.2	62.9	Yes	Yes
African-American	197	100.0	25.5	57.6	15.2	1.6	25.0	Yes	Yes
Asian/Pacific Islanders	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	45.5	54.5	0.0	0.0	27.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	483	99.8	12.4	46.8	36.2	4.6	53.2		
Disabled	102	100.0	19.6	58.7	20.7	1.1	34.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	585	99.8	13.6	48.8	33.6	4.0	50.1		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	576	99.8	13.1	48.9	34.0	4.0	50.4		
Socio-Economic Status									
Subsidized meals	356	99.7	18.9	55.9	22.2	3.0	38.1	Yes	Yes
Full-pay meals	229	100.0	5.5	38.1	50.9	5.5	68.3		

Mathematics - State Performance Objective = 15.5%									
All Students	585	100.0	18.5	38.9	21.9	20.7	55.4	Yes	Yes
Gender									
Male	298	100.0	20.6	36.9	21.6	20.9	55.7		
Female	287	100.0	16.3	41.1	22.2	20.4	55.2		
Racial/Ethnic Group									
White	364	100.0	10.9	32.4	27.2	29.5	70.5	Yes	Yes
African-American	197	100.0	32.6	52.2	10.9	4.3	27.2	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	36.4	36.4	27.3	0.0	27.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	483	100.0	14.3	37.4	23.7	24.6	61.7		
Disabled	102	100.0	39.1	46.7	13.0	1.1	23.9	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	585	100.0	18.5	38.9	21.9	20.7	55.4		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	576	100.0	18.2	38.9	22.0	20.9	56.0		
Socio-Economic Status									
Subsidized meals	356	100.0	25.7	45.8	17.4	11.1	40.1	Yes	Yes
Full-pay meals	229	100.0	7.3	28.4	28.9	35.3	78.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	281	100.0	12.9	47.3	34.8	5.0	39.8
	Grade 5	304	99.7	15.1	54.0	28.2	2.7	30.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	281	100.0	21.1	35.8	21.5	21.5	43.0
	Grade 5	304	100.0	17.7	41.8	21.4	19.1	40.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 596)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	0.8%	N/A	3.0%	2.7%
Attendance rate	96.5%	N/A	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.1%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	7.5%		3.7%	3.5%
Eligible for gifted and talented	23.3%	N/A	14.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.6%	N/A	9.1%	8.2%
Older than usual for grade	0.7%	N/A	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	N/R	0.0%	0.0%

Teachers (n= 36)				
Teachers with advanced degrees	25.0%	N/A	50.0%	51.4%
Continuing contract teachers	86.1%	N/A	89.5%	87.5%
Highly qualified teachers**	82.8%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.0%	86.7%
Teacher attendance rate	94.6%	N/R	94.9%	94.9%
Average teacher salary	\$39,092	I/S	\$40,629	\$40,760
Prof. development days/teacher	16.7 days	N/R	12.4 days	12.4 days

School				
Principal's years at school	7.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	N/R	19.2 to 1	18.9 to 1
Prime instructional time	89.8%	N/R	89.8%	90.0%
Dollars spent per pupil*	N/A	N/A	\$5,825	\$6,044
Percent of expenditures for teacher salaries*	N/A	N/A	65.8%	65.9%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	95.8%	N/R	99.0%	99.0%
SACS accreditation	Yes	N/R	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	87.9%	92.0%
Highly qualified teachers in high poverty schools**	92.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

2003-2004 was another great year at North Myrtle Beach Intermediate School. Working together, our students, staff, and parents accomplished many of our performance goals. Our students have excelled academically at the school, district, and state levels.

After many hours spent analyzing our test data in August 2003, we set out to restructure our academic programs around the strengths and needs identified by our test data. As a result, we were able to institute new programs, refine and strengthen our current ones, and remain student-centered and individualized. This year we began a before-school program for identified students who arrived before 7:15. They received individualized instruction on technology-based applications in ELA and math areas. We continued our after-school program for "below basic" students and our after-school enrichment program for "proficient" and "advanced" students. We continued our mentoring programs with certified teachers during the instructional day.

This year, we provided instruction in ELA and math by differentiating instruction for gifted/talented, metacognitive, advanced/proficient, basic and below basic. Regular and special education teachers provided instruction for some students in an inclusion setting. The placement of the students was based on PACT, MAP, and teacher's professional judgment. Placement in these groups was flexible with changes made as needed based on student progress measured by students' daily work, teacher judgment, and MAP assessments which were given three times during the year. Instruction was also modified with assessment results indicating academic strengths and areas needing focus and growth.

Following are some of our noteworthy accomplishments. We celebrated 100% participation in personalized learning plan conferences. Our students read over 70,000 books and earned over 46,000 Accelerated Reading points. In addition, our students set individual goals and have worked to earn points at an 85% or above success rate on Accelerated Readers tests. Teacher encouragement played a key role in our students' motivation and success. Over 150 of our 5th grade students were awarded the President's Education Award. This was presented to recognize students that showed outstanding effort, educational growth, improvement, and commitment or intellectual development in their academic subjects.

Our teachers and staff continue to work extremely hard. Instructionally, our school focus will continue to be student-driven curricula. Writing will also continue to be a central focus of our school. It is a powerful tool for processing knowledge in all content areas. We will continue to focus our efforts on moving each student to the next level.

Shelton Long, Principal

Ilene Orwig, School Improvement Chairperson, 2003-04

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	273	226
Percent satisfied with learning environment	87.5%	93.0%	90.1%
Percent satisfied with social and physical environment	96.9%	89.2%	89.8%
Percent satisfied with home-school relations	75.8%	93.0%	75.8%

*Only students at the highest elementary school grade level at this school and their parents were included.